

DEVON FOREST ELEMENTARY

1127 Dorothy Street
Goose Creek, SC 29445

GRADES K-5 Elementary School

ENROLLMENT 949 Students

PRINCIPAL Cristen C. Mitchum 843-820-3880

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	16	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

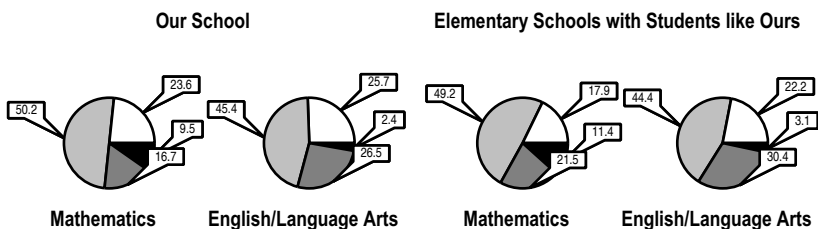
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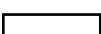
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	165	109
Percent satisfied with learning environment	76.1%	90.3%	81.9%
Percent satisfied with social and physical environment	87.0%	82.8%	71.4%
Percent satisfied with home-school relations	72.3%	91.4%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	510	99.4	25.7	45.4	26.5	2.4	29.0	17.6
Gender								
Male	267	98.9	31.1	44.3	24.3	0.4	24.7	17.6
Female	243	100.0	19.8	46.5	29.0	4.6	33.6	17.6
Racial/Ethnic Group								
White	344	99.1	22.1	47.1	27.3	3.6	30.8	17.6
African-American	140	100.0	37.5	40.8	21.7	N/A	21.7	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	15.4	46.2	38.5	N/A	38.5	17.6
American Indian/Alaskan	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	414	99.8	19.6	47.2	30.1	3.0	33.1	17.6
Disabled	96	97.9	50.0	37.8	12.2	N/A	12.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	510	99.4	25.7	45.2	26.6	2.4	29.0	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	507	99.4	25.6	45.2	26.7	2.4	29.2	17.6
Socio-Economic Status								
Subsidized meals	253	99.2	34.6	46.4	17.5	1.4	19.0	17.6
Full-pay meals	257	99.6	17.9	44.2	34.6	3.3	37.9	17.6

Mathematics								
All students	510	99.8	23.6	50.2	16.7	9.5	26.2	15.5
Gender								
Male	267	99.6	22.8	50.2	16.0	11.0	27.0	15.5
Female	243	100.0	24.4	50.2	17.5	7.8	25.3	15.5
Racial/Ethnic Group								
White	344	99.7	18.7	51.0	19.4	11.0	30.3	15.5
African-American	140	100.0	37.5	48.3	9.2	5.0	14.2	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	23.1	61.5	7.7	7.7	15.4	15.5
American Indian/Alaskan	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	414	100.0	17.9	52.3	18.7	11.0	29.8	15.5
Disabled	96	99.0	46.2	41.8	8.8	3.3	12.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	510	99.8	23.4	50.3	16.8	9.5	26.3	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	507	99.8	23.3	50.3	16.9	9.5	26.4	15.5
Socio-Economic Status								
Subsidized meals	253	99.6	29.7	53.3	12.3	4.7	17.0	15.5
Full-pay meals	257	100.0	17.8	47.7	20.7	13.7	34.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	146	N/A	12.3	41.8	44.5	1.4	45.9
	Grade 4	182	N/A	20.0	55.0	23.9	1.1	25.0
	Grade 5	125	N/A	28.1	46.3	24.8	0.8	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	146	99.3	15.4	33.8	45.4	5.4	50.8
	Grade 4	174	100.0	19.5	47.7	30.9	2.0	32.9
	Grade 5	190	98.9	38.7	52.0	8.7	0.6	9.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	146	N/A	17.8	47.9	27.4	6.8	34.2
	Grade 4	182	N/A	27.2	46.1	19.4	7.2	26.7
	Grade 5	125	N/A	40.2	34.4	20.5	4.9	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	146	99.3	18.5	60.0	16.2	5.4	21.5
	Grade 4	174	100.0	12.1	43.6	22.8	21.5	44.3
	Grade 5	190	100.0	37.1	48.6	12.0	2.3	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 949)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 3.9%	2.9%	2.4%
Attendance rate	95.5%	Down from 96.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.5%	Up from 9.2%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.9%	No change	8.6%	8.0%
Older than usual for grade	1.3%	Down from 1.8%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 65)				
Teachers with advanced degrees	44.6%	Down from 48.5%	49.1%	50.0%
Continuing contract teachers	81.5%	Down from 86.4%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.3%	Up from 86.5%	87.8%	86.2%
Teacher attendance rate	93.7%	Down from 94.0%	95.3%	95.3%
Average teacher salary	\$39,103	Up 2.5%	\$40,069	\$39,909
Prof. development days/teacher	12.6 days	Down from 15.4 days	11.2 days	11.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Up from 19.2 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.1%	Down from 88.8%	90.0%	89.7%
Dollars spent per pupil*	\$5,278	Up 56.9%	\$5,732	\$5,892
Percent spent on teacher salaries*	59.9%	Down from 71.0%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Devon Forest Elementary, located in an unincorporated area of Goose Creek, serves a diverse population of over 1000 students in Child Development through fifth grade. The 2002-2003 school year brought some exciting happenings to our school, the most significant being that our PACT scores showed improvements in most grades in both language arts and math.

Students performing below basic on PACT were served in a tutorial program after school. After-school academic clubs served over 100 students, and one class was begun for advanced students working with Knowledge Master. Matching funds brought over \$12,000 in increased technology. Twenty-two computers were purchased for a new computer lab, along with some computer programs to enhance critical skills areas. The NCS Learn software program was purchased and lab assistants were trained in its use. Increased emphasis was placed on problem solving and critical thinking.

Seven teachers at Devon Forest are now National Board certified, with five others seeking certification. Over 50% of the staff have at least a master's degree, and several others are enrolled in graduate programs. All regular and special education teachers are now trained in the Cunningham Model, all are Foss science kit trained, and "Six Plus One" writing traits was implemented school wide. Kindergarten, first and second grade teachers went through SCRA training. Six teachers received EIA or Foundation grants to provide additional supplies for their classrooms and enhance their academic program.

Through Title I funds, a School wide Facilitator and a part-time Parents as Teachers coordinator served our school. The Surf's Up Reading Program, a behavior incentive program and rewards for students whose grades had improved were begun. Increased home-school communication was initiated through more consistent use of the school agendas in grades 1-5. Everyday Math nights were held to provide a better understanding of the new math curriculum for parents. A school wide science fair involved more students than ever before in working with the scientific method.

Students participated in All-County Chorus and the Carowinds Music festival, receiving another "Superior" rating. Many classes were involved with Kids Who Care projects, Junior Achievement, and Wee Deliver Postal Service. Students also participated in the Greater Goose Creek Spelling Bee, Special Olympics and Mad Science.

Parents, community liaisons, and teachers were more involved throughout this year, serving on our Title I Advisory Board, setting goals for the future and developing additional ways to serve our students' needs. Elizabeth M. Grooms, Ed.D., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.